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ABSTRACT

Following a brief discussion of the development of the "South Carolina Educational Objectives for 1975," needs assessment data are provided. These data provide the criteria, status measure, and discrepancy related to School Dropouts, Instruction in Basic Skills, Program for the Handicapped, State-Wide Kindergarten, First Grade Failures, and Occupational Training. (DB)

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# A BRIEF BACKGROUND OF THE ESTABLISHMENT OF THE "EDUCATIONAL OBJECTIVES FOR 1975"

The need assessment and remediation cycle in which the State Department of Education is now involved has a complex origin. A first and most significant source of the need assessment process in South Carolina public education was established through an act of the South Carolina Legislature in its definition of the duties, rights and responsibilities of the State Board of Education. In Act 309 of the 1962 code, certain activities were defined as duties of the State Board of Education. Significant responsibilities included the following:

> "Review periodically the educational needs of the state, evaluate the outcomes being achieved in the educational program, and promote plans for meeting these needs."

While this statement has direct implication for the determination of educational needs, other statements of the code gave additional emphases to the improvement of the effectiveness of the state's educational program. The State Board of Education is directed to

> "Adopt minimum standards for any phase of education as are considered necessary to gain in providing adequate educational opportunities and facilities."

While these two major responsibilities are both contributory to the activities of the newly created Office of Planning, there is necessarily a chronological relationship between the fulfillment of these two responsibilities. As stated in the first obligation, an assessment of educational needs in the state must necessarily precede the development of systems for the upgrading of public education. Of additional great importance is the adoption of minimum standards as a basis for defining the actions and thrust of the State Department of Education.

The increasing interest of informed laymen and the rightful concern of professional educational individuals within the state brought about, between the years

of 1962 and 1967, an increasing desire to bring about marked improvement in the process of education in the State of South Carolina. As a result of increasing stress upon the effectiveness of the educational system, the South Carolina State Board of Education on April 7, 1967 adopted a "statement of educational philosophy" that had direct significance for the assessment of educational needs and the remediation of educational retardation. This statement of educational philosophy applied stress to the evaluation of the public schools.

> "There should be an annual evaluation of educational quality in each school district in the state. The fundamental purpose of such an evaluation is to determine educational shortcomings, as a first step in developing improvements. The Board believes the major resources of the State Department of Education should be concerned with this evaluation process and with the resulting aid to local school districts who most need improvement in achieving it. The basic yearly objectives and work plans of the Department should be structured upon the findings secured from the evaluation process."

It is significant that the statement of educational philosophy does not define that there should be one evaluation of educational needs, but it suggests that there should be a continuing re-evaluation on an annual basis to continually provide information about the quality or lack of quality of the products of the educational system.

> "The Board believes the major resources of the State Department of Education should be concerned with this evaluation process, and with the resulting aid to local school districts who most need improvement in achieving it.---The Board believes that the continuous upgrading of education requires careful planning, prudent use of the state's financial resources and continuous leadership in means of improvement. The Board, therefore believes that there should be a five year plan for educational improvement developed by the Superintendent and approved by the Board after open hearings on it. This five year plan should be updated each year as a new year is added, and it should constitute the Board's primary means of communicating its programs and financial costs to the public and the Legislature."

A supplemental motivation to the development of needs assessment activities within the state was provided through the several federal funding and reporting

activities. In order for the state to make maximum use of the federal funds available to it under the Elementary and Secondary Education Act of 1965, the State Department had to: identify the needs of the state's school system and school children; identify the basis for the determination of needs; and specify the ways in which federal funds were to be utilized.

A supplemental motivation to the development of needs assessment and educational improvement activities within the state was provided by the several federal funding and reporting activities. The need to provide adequate information for state administration activities and to help in providing information for federal reporting have promoted the development of data gathering processing capabilities. Significant developments include the introduction of operational state survey activities in 1966 and major participation in federal reporting programs culminating in an entrance into the Belmont activities in 1969.

The State Department of Education has been participating in evaluation and planning processes on an unstructured basis for many years. There was a strong feeling by 1968 that planning would be more effective if it were handled in a systematic, data based framework in keeping with well-verified needs of the educational system, and in keeping with defined objectives for the state's educational system. While major advancements were obviously necessary, it was felt that the most totally effective program would utilize existing procedures and data as a point of entry into a continuing cycle of evaluation, improvement and re-evaluation. That is, departmental personnel believed that the use of an inductive approach, recognizing existing programs, would be the most effective way to insert the activities of the department into the planning cycle. Title III of ESEA provided a basis and funds for launching a major needs assessment activity. In order to qualify for funding under the Title III program, a "global" needs assessment was required to arrive at the "critical needs" toward which Title III grants were to be directed.

In an attempt to obtain an initially productive need assessment, the State Department of Education entered into an agreement with the Committee on Educational Research of the University of South Carolina to conduct a series of four research activities, all supported by federal funds, and all providing initial information and systems for needs assessment. Each of these projects had strong potential for providing base information for initial planning activities. These research activities included an assessment of educational needs of the state and accompanying definition of critical needs; a study of the effectiveness of the Title I programs; and two studies related to the needs of migrant children in the state.

The ability of state officials to identify the most pressing needs of the educational system in school children of the state does not rest entirely on research conducted by the University of South Carolina. Much of the data presented in the document resulting from the needs assessment activities of the University, The Evaluation of Public Education in South Carolina; Development and Application of a Model, was obtained at an earlier time by the State Department of Education. Additional information for this document was acquired through conversation with persons of particular expertise within the Department and through several recent Annual Reports of the State Superintendent of Education. The Opportunity and Growth in South Carolina, 1968-1985 and additional regional studies sponsored by the State of South Carolina provided added information.

Utilizing these data sources and the important direct contribution of the State Department of Education and other state officials, the Department tentatively identified a set of objectives to which efforts of the State Department could be directed.

On May 8, 1970, the South Carolina State Board of Education adopted "South Carolina Educational Objectives for 1975", thus providing an authentication of the eleven state education objectives.

SCHOOL DROPOUTS

Criteria

A high school teacher is required to hold at least a bachelor's degree--and be certified to teach the subjects assigned.

Status Measure

Ten thousand eight hundred or fewer teachers taught only subjects in the area of certification.

Discrepancy

More than 1,074 teachers taught subjects out of their fields of certification.

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Criteria

High school teachers are required to hold a bachelor's degree equivalent from an accredited college or university and be certified to teach the assigned subjects.

Status Measure

The following data are from the mimeographed form permits issued to professional personnel teaching out of regularly certified fields: "English, 73; French, 16; Latin, 2; Spanish, 5; Mathematics, 152; Science, 26; Biology, 7; Chemistry, 6; General Science, 59; Physics, 1; Earth Science, 13; Social Science, 49; History,19; Other Social Studies, 7; Speech and Drama, 1."

Discrepancy

It should be noted that this contains persons who are certified in other fields and persons whose total training is inadequate in terms of quality of preparation.

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Criteria

The state seeks to guarantee for all of its youth opportunities to complete a high school education in schools that meet certain standards of quality.

Status Measure

By their own self report, 390 high schools have adequate personnel, facilities, equipment and supplies to insure a quality program.

Discrepancy

Forty-one schools are inadequate with respect to these features. One hundred and forty schools at the secondary level have deficiencies in their programs.

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## SCHOOL DROPOUTS

Criteria

One hundred percent of the students should remain in school until finishing high school.

Status Measure

Of the 1967-1968 South Carolina graduating class, represented only 48.1 percent of the number of students who began school twelve years earlier.

Discrepancy

Fifty-one point nine percent of the students did not graduate. It should be noted that some of the students were unable to continue school in South Carolina for various reasons.

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Criteria

The State Department of Education reported approximately 703 school age children in 1967-1968.

Status Measure

Six hundred ninety-one thousand were enrolled in school in 1967-1968.

Discrepancy

Approximately thirteen thousand school age children were not enrolled in school during 1967-1968.

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Criteria

The attendance of students in South Carolina should approximate the national average. Ninety-seven point eight percent of the total school age children in the United States were in school in 1966-1967.

Status Measure

In 1966-1967 less than ninety-four percent of the South Carolina population of school age children were in school.

Discrepancy

School attendance in the United States as a whole is three percent higher than it is in South Carolina.

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## SCHOOL DROPOUTS

Criteria

The 100 per cent enrollment of all children between the ages of six and sixteen within the state is desirable.

Status Measure

An estimated 1,170 additional migrant children reside within South Carolina for part of the year. Many of these children do not attend school regularly.

Discrepancy

Many of the migrant children do not regularly attend school.

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Criteria

One hundred per cent of the state's children between six and sixteen should be enrolled in school.

Status Measure

In 1966 there were 736,000 children in South Carolina between the school ages of five and seventeen. There were an estimated 660,127 children in public and private schools.

Discrepancy

According to these figures, 75,873 children of school age were either unenrolled or dropouts.

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Criteria

One hundred per cent of children of school age should be enrolled in school.

Status Measure

According to the Moody Report, the 1967-1968 public school enrollment was 665,983. 24,593 children were identified as being enrolled in private schools. According to these calculations, 45,424 school children were either unenrolled or had dropped out. The records of the Offices of Finance of the State Department of Education indicated that an estimated 12,735 children were not enrolled.

Discrepancy

The magnitude of these figures seem to indicate that the number of unaccounted children is too large to represent only minor errors. Therefore, a more adequate system of accounting for unenrolled children seems desirable.

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SCHOOL DROPOUTS

Criteria

There are 647 guidance counselors needed in elementary schools to provide the recommended ratio 1 to 600 pupils. On the basis of a random sample of 185 schools, 13 per cent had counseling services available.

Discrepancy

On the basis of this sampling, approximately 527 guidance counselors are needed in elementary schools.

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Criteria

Guidance counseling services should be available to every school. Of 185 schools, 159 had no counseling services at all. 86 per cent of a random sample of schools had no counseling services.

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Criteria

"As above" status from an evaluation of responses to questions contained in "Application For Accreditation, and Questionnaire," 140 schools at the secondary level had deficiency in their programs, faculty and staff, physical facilities that were considered by the State Department of Education to be major deficiencies.

Discrepancy

One hundred and forty secondary schools have "major deficiencies". Qualification--this data was based upon 1969 data.

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Criteria

Enthusiastically accepted and carefully programed Educational Television could be one of the chief contributors to the quality of teaching and learning in the state.

Status Measure

"There is some classroom use of Educational Television, some inservice teaching training and development, but little initiative by the school in putting the resource to imaginative and widespread use." --The Moody Report

Discrepancy

Very little of the potential of Educational Television is being used by the schools of South Carolina. Qualification--this is based upon information from the "Opportunity and Growth in South Carolina, 1968-1985"

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## SCHOOL DROPOUTS

Criteria

One of the objectives of the area vocational center is to "lower the dropout rate".

Status Measure

There appears to be a sufficient increase in the rate of school retention in those areas where the area vocational centers have been instituted.

Discrepancy

There is no discrepancy--the value of the vocational center in reducing the dropout rate seems to be tentatively supported.

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Criteria

Elementary school students benefit from elementary guidance services.

Status Measure

The guidance services annual report for 1968-69 indicated that elementary guidance services were established in only twelve elementary schools NDEA, Title V-A pilot projects. Four of these were district-wide programs, each employing a counselor-consultant. Additionally, ninety-two counselors were employed in ninety-one school programs under ESEA Titles I and III.

Discrepancy

According to these statistics, 69,150 elementary students were not being served with guidance services.

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Criteria

The State Board shall give high priority to those areas of the state having high concentration of youth unemployment or school dropouts.

Status Measure

Of the thirteen counties in South Carolina that have the highest dropout rate, all but one lie out of the areas designated by the Moody Report as growth areas. Of these counties only three have area vocational centers and the high schools have significantly less in terms of vocational offerings than the state average.

Discrepancy

All but two of these counties have been designated as future locations for area vocational centers.

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SCHOOL DROPOUTS

Criteria

Each school should have an annual expenditure of $5.00 per pupil for instructional materials and equipment.

Status Measure

Based on a random sample, twenty-eight percent of the schools meet the minimum.

Descrepancy

On the basis of this sampling approximately twenty-three percent of the elementary schools did not expend this amount of money for each student.

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Criteria

One state supported supervisory position should be available for every twenty teachers to permit the state's ninety-three districts to qualify for state aid for subject area supervisors.

Status Measure

Approximately seventy percent of the schools have subject area supervisors.

Discrepancy

Thirty percent of the sample schools did not provide supervisory personnel.

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## INSTRUCTION IN BASIC SKILLS

Criteria

The ability to read well is the criteria for success in other subjects. All children should be given sufficient training to develop reading abilities to function satisfactorily within their grade levels.

Status

Approximately 150,000 elementary children are taking correctional and remedial reading instruction funded by ESEA Title I.

Discrepancy

This reflects an ineffective reading program and, according to Mr. Albert Dorsey of the State Department, an additional 450 reading specialists are needed.

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Criteria

All children should be given sufficient training to develop reading abilities.

Status

According to the Superintendent's Report, there are over 400 reading teachers serving the state--237 are full time and 200 are part time. This indicates that one reading teacher is available for every 665 children.

Discrepancy

There seems to be a concentration of reading teachers in the secondary rather than the elementary grades area.

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Criteria

South Carolina students should perform at levels corresponding to the national sample.

Status Measure

Using 5,500, approximately 600 seventh grade students with the Iowa Test of Basic Skills, the following differences in percentages performing at various levels were found between the national and county samples:

Discrepancy

In the area of vocabulary and reading approximately six students per hundred more from the South Carolina population than the national population performed at the level zero to one year below expected grade placement. In these same areas the percentage performing more than one year below expected grade placement were approximately equal. In language and work skills there were two students more per hundred

on the average of the South Carolina sample scoring from zero to one year below expected grade placement. In language there were five more in the work skills area scoring more than one year below expected grade placement. The two samples were approximately equal in vocabulary, reading and work skills. There were six more of the national sample scoring more than one year below expected grade placement than the South Carolina sample and three more in South Carolina sample than in the national sample scoring at this level in arithmetic.

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Criteria

Performance of South Carolina school children in the basic skills should equal that of a nation-wide population.

Status Measure

Based on the sample of 7,500 students from nine South Carolina counties, the performance of the national group and South Carolina students on the Iowa Test of Basic Skills showed, for each one hundred students, these numbers of students performing at these levels of retardation at the seventh grade level:

Discrepancy

a. From zero to one year below expected grade placement:

| | |
|---|---|
| Vocabulary | Three fewer South Carolina students |
| Reading | Two fewer South Carolina students |
| Language | Two fewer South Carolina students |
| Work Skills | Three fewer South Carolina students |
| Arithmetic | Equal number |

b. More than one year below expected grade placement:

| | |
|---|---|
| Vocabulary | Eleven more South Carolina students |
| Reading | Twelve more South Carolina students |
| Language | Six more South Carolina students |
| Work Skills | Thirteen more South Carolina students |
| Arithmetic | Sixteen more South Carolina students |

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Criteria

Performance of South Carolina school children should equal that of a nation-wide group of students.

Status Measure

Based on a sample of 965 students from five South Carolina counties, the performance of the national sample and South Carolina students on the Iowa Test of Basic Skills showed, for each one hundred students, these numbers of students performing at two levels of retardation at the eighth grade level:

INSTRUCTION IN BASIC SKILLS

Discrepancy

a. From zero to one year below expected grade placement:

| | |
|---|---|
| Vocabulary | One less South Carolina student |
| Reading | Two more South Carolina students |
| Language | Two fewer South Carolina students |
| Work Skills | Two more South Carolina students |
| Arithmetic | One less South Carolina student |

b. More than one year below expected grade placement:

| | |
|---|---|
| Vocabulary | Five more South Carolina students |
| Reading | Six more South Carolina students |
| Language | Three more South Carolina students |
| Work Skills | Eleven more South Carolina students |
| Arithmetic | Seven more South Carolina students |

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Criteria

The performance of South Carolina school children should be equal to that of a national group of students.

Status Measure

Based on a sample of 2,800 students from twelve South Carolina counties, the performance of the national sample and South Carolina students on the California Achievement Test Junior High showed, for each one hundred students, these numbers of students performing at two levels of retardation at the seventh grade level:

Discrepancy

a. From zero to one year below expected grade placement:

| | |
|---|---|
| Reading | Six fewer South Carolina students |
| Arithmetic | Twenty fewer South Carolina students |
| Language | Three more South Carolina students |

b. More than one year below expected grade placement:

| | |
|---|---|
| Reading | Thirty-two more South Carolina students |
| Arithmetic | Thirty-nine more South Carolina students |
| Language | Twenty-seven more South Carolina students |

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Criteria

The performance of South Carolina school children should equal that of students representing a nation-wide population.

Status Measure

Based on a sample of 1,200 students from six South Carolina counties, the performance

of the national sample and South Carolina students on the California Achievement Test Junior High showed, for each one hundred students, these numbers of students performing at these levels of retardation at the eighth grade level:

Discrepancy

a. From zero to one year below expected grade placement:

| | South Carolina | National |
|---|---|---|
| Reading | 16 | 23 |
| Arithmetic | 24 | 23 |
| Language | 8 | 16 |

b. More than one year below expected grade placement:

| | South Carolina | National |
|---|---|---|
| Reading | 68 | 27 |
| Arithmetic | 66 | 27 |
| Language | 82 | 34 |

Criteria

Performance of South Carolina's school children should equal that of a national sample.

Status Measure

Based on a sample of 2,000 students from ten South Carolina counties, the performance of the national sample and South Carolina's students on the California Achievement Test Junior High showed, for each one hundred students, these numbers of students performing at two levels of retardation at the ninth grade level:

Discrepancy

a. From zero to one year below expected grade placement:

| | South Carolina | National |
|---|---|---|
| Reading | 12 | 23 |
| Arithmetic | 12 | 23 |
| Language | 14 | 16 |

b. More than one year below expected grade placement:

| | South Carolina | National |
|---|---|---|
| Reading | 68 | 27 |
| Arithmetic | 62 | 27 |
| Language | 70 | 34 |

## INSTRUCTION IN BASIC SKILLS

Criteria

The performance of South Carolina's school children should equal that of a sample representing a nation-wide distribution.

Status Measure

Based on a sample of 925 students from six South Carolina counties, the performance of the national sample and South Carolina's students on the California Achievement Test Advanced showed, for each one hundred students, these numbers of students performing at these levels of retardation at the tenth grade level:

Discrepancy

a. From zero to one year below expected grade placement:

| | South Carolina | National |
|---|---|---|
| Reading | 18 | 16 |
| Mathematics | 9 | 12 |
| Language | 10 | 20 |

b. More than one year below expected grade placement:

| | South Carolina | National |
|---|---|---|
| Reading | 58 | 34 |
| Mathematics | 84 | 38 |
| Language | 75 | 30 |

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Criteria

The performance of South Carolina's school children should equal that of a national sample.

Status Measure

Based on a sample of 1,261 students from eight South Carolina counties, the performance of the national sample and South Carolina's students on the California Achievement Test Advanced showed, for each one hundred students, these numbers of students performing at two levels of retardation in the eleventh grade:

Discrepancy

| A. 0 - 1 Year Below Expected Grade Placement | SOUTH CAROLINA | NATIONAL |
|---|---|---|
| Reading | 18 | 16 |
| Mathematics | 11 | 12 |
| Language | 10 | 16 |
| **B. More Than 1 Year Below Expected Grade Placement** | | |
| Reading | 41 | 34 |
| Mathematics | 58 | 38 |
| Language | 37 | 34 |

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## INSTRUCTION IN BASIC SKILLS

### Criteria

The performance of South Carolina's school children should equal that of a nationwide sample.

### Status Measure

Based on a sample of 403 students from seven South Carolina counties, the performance of the national sample and South Carolina students on the California Achievement Test Advanced showed, for each one hundred students, these numbers of students performing at two levels of academic retardation at the twelfth grade:

### Discrepancy

| | | SOUTH CAROLINA | NATIONAL |
|---|---|---|---|
| A. | 0 - 1 Year Below Expected Grade Placement: | | |
| | Reading | 16 | 20 |
| | Mathematics | 10 | 16 |
| | Language | 10 | 16 |
| B. | More Than 1 Year Below Expected Grade Placement: | | |
| | Reading | 58 | 34 |
| | Mathematics | 70 | 38 |
| | Language | 52 | 38 |

### Criteria

Academic Performance of South Carolina students should compare, on the basis of the same relative number of students performing at various levels, to that found in a national sample.

### Status Measure

Using the Iowa Test of Educational Development a sample ranging from 442 to 534 Negro South Carolina seniors these numbers of South Carolina students were found to perform at the: A. Next to lowest one-fourth of the distribution of the national sample and B. the lowest one-fourth of the distribution of the national sample. These numbers represent the relative number of South Carolina and national sample students at these levels of retardation:

## INSTRUCTION IN BASIC SKILLS

Discrepancy

| A. Next to Lowest One-Fourth of the Distribution: | SOUTH CAROLINA | NATIONAL |
|---|---|---|
| Expression | 21 | 26 |
| Quantitative Materials | 25 | 28 |
| Reading Materials, Social Studies | 17 | 23 |
| Reading Materials, Natural Science | 20 | 24 |
| Interpret Literary Materials | 16 | 25 |
| General Vocabulary | 11 | 23 |
| Sources of Information | 17 | 25 |

| B. Lowest One-Fourth of the Distribution: | | |
|---|---|---|
| Expression | 70 | 25 |
| Quantitative Thinking | 67 | 23 |
| Reading Materials, Social Studies | 80 | 27 |
| Reading Materials, Natural Science | 74 | 24 |
| Interpret Literary Materials | 78 | 27 |
| General Vocabulary | 82 | 25 |
| Sources of Information | 77 | 26 |

Criteria

The performance of South Carolina students should approximate the distribution of performance of a national sample of students.

Status Measure

Using the Iowa Test of Educational Development in a sample ranging from 363 to 489 white South Carolina high school seniors, the differences in the numbers of South Carolina students performing at the: (A) Next to lowest one-fourth of the distribution and, (B) Lowest one-fourth of the distribution were:

Discrepancy

| A. Next to Lowest One-Fourth of the Distribution: | SOUTH CAROLINA | NATIONAL |
|---|---|---|
| Expression | 33 | 26 |
| Quantitative Thinking | 28 | 28 |
| Reading Materials, Social Studies | 27 | 23 |
| Reading Materials, Natural Science | 30 | 24 |
| Interpret Literary Materials | 31 | 25 |
| General Vocabulary | 24 | 23 |
| Sources of Information | 24 | 25 |

| B. Lowest One-Fourth of the Distribution: | | |
|---|---|---|
| Expression | 16 | 25 |
| Quantitative Thinking | 24 | 23 |
| Reading Materials, Social Studies | 32 | 27 |
| Reading Materials, Natural Science | 23 | 24 |
| Interpret Literary Materials | 25 | 27 |
| General Vocabulary | 27 | 25 |
| Sources of Information | 33 | 26 |

## INSTRUCTION IN BASIC SKILLS

Criteria

There should be uniform reduction of the pupil-teacher ratio to twenty-six students per teacher in elementary and secondary schools.

Status Measure

There is presently 5,098 classrooms having children in excess of the mandated thirty. Using the 1968-1969 figures, 9,117 classrooms would be in excess of twenty-six.

Discrepancy

To meet the criteria for approximately 51,500 pupils in classrooms of twenty-six students per teacher would require an additional 1,980 teachers.

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Criteria

The performance of South Carolina's school children should be distributed in a manner similar to that of the national sample.

Status Measure

Based on a sample of 5,000 the third grade students from six South Carolina counties, the performance of the national sample in South Carolina students on the Iowa Test of Basic Skills showed, for each one hundred students, these numbers of students performing at these levels of retardation:

Discrepancy

| | | SOUTH CAROLINA | NATIONAL |
|---|---|---|---|
| A | 0 - 1 Year Below Expected Grade Placement: | | |
| | Vocabulary | 33 | 27 |
| | Reading | 31 | 29 |
| | Language | 30 | 24 |
| | Work Skills | 41 | 27 |
| | Arithmetic | 37 | 27 |
| B | More Than 1 Year Below Expected Grade Placement: | | |
| | Vocabulary | 25 | 25 |
| | Reading | 28 | 23 |
| | Language | 15 | 22 |
| | Work Skills | 21 | 16 |
| | Arithmetic | 21 | 18 |

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Criteria

The performance of South Carolina students should approximate that of a national sample.

Status Measure

Based on a sample of 3100 third grade students from seven South Carolina counties, performance of the national sample students on the Iowa Test of Basic Skills showed, for each one hundred students these numbers of students performing at two levels of

# INSTRUCTION IN BASIC SKILLS

Discrepancy

| A From 0 to 1 Year Below Expected Grade Placement: | SOUTH CAROLINA | NATIONAL |
|---|---|---|
| Vocabulary | 25 | 24 |
| Reading | 28 | 25 |
| Language | 28 | 24 |
| Work Skills | 36 | 33 |
| Arithmetic | 35 | 32 |
| B More Than 1 Year Below Expected Grade Placement: | | |
| Vocabulary | 42 | 28 |
| Reading | 38 | 27 |
| Language | 35 | 27 |
| Work Skills | 28 | 22 |
| Arithmetic | 26 | 22 |

Criteria

Performance of South Carolina's students should approximate the distribution of a sample of students representing a national origin.

Status Measure

Based on a sample of 3,100 students at the fifth grade level from nine South Carolina counties, the performance of the national sample in South Carolina students on the ITBS showed, for each one hundred students, these numbers of students performing at two levels of retardation:

Discrepancy

| A From 0 - 1 Year Below Expected Grade Placement: | SOUTH CAROLINA | NATIONAL |
|---|---|---|
| Vocabulary | 22 | 23 |
| Reading | 23 | 24 |
| Language | 21 | 21 |
| Work Skills | 29 | 28 |
| Arithmetic | 30 | 29 |
| B More Than 1 Year Below Expected Grade Placement: | | |
| Vocabulary | 45 | 29 |
| Reading | 45 | 28 |
| Language | 39 | 30 |
| Work Skills | 39 | 26 |
| Arithmetic | 35 | 25 |

## INSTRUCTION IN BASIC SKILLS

### Criteria

The distribution of the performance of South Carolina's school children should approximate the distribution of a national sample of students.

### Status Measure

Based on a sample of 7,700 students from eleven South Carolina counties, the performance of the national sample in South Carolina students on the ITBS showed, for each one hundred students, these numbers of students performing at two levels of retardation at the sixth grade:

### Discrepancy

| | | SOUTH CAROLINA | NATIONAL |
|---|---|---|---|
| A | From 0 - 1 Year Below Expected Grade Placement: | | |
| | Vocabulary | 18 | 21 |
| | Reading | 20 | 22 |
| | Language | 18 | 19 |
| | Work Skills | 25 | 23 |
| | Arithmetic | 24 | 25 |
| B | More Than 1 Year Below Expected Grade Placement: | | |
| | Vocabulary | 46 | 31 |
| | Reading | 45 | 30 |
| | Language | 42 | 33 |
| | Work Skills | 42 | 31 |
| | Arithmetic | 44 | 29 |

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### Criteria

Four hundred and thirty-one high schools should have adequate programs in all subject areas.

### Status Measure

According to the "South Carolina Public School Deficiency Analysis" 382 schools do have adequate schools in the language arts; and 419 schools have adequate programs in mathematics.

### Discrepancy

Forty-nine schools have inadequate programs in the language arts and twelve have inadequate programs in mathematics.

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PROGRAM FOR THE HANDICAPPED

Criteria

The number of children having particular handicaps were presented in the White House Conference for Exceptional Children pertaining to ten categories of exceptionality. These figures represent the estimated number of such children within the State of South Carolina.

| | | |
|---|---|---|
| a. | Trainable Mentally Handicapped | 1,983 |
| b. | Partially Seeing | 397 |
| c. | Hard of Hearing | 3,996 |
| d. | Speech Handicapped | 33,286 |
| e. | Emotionally Handicapped | 19,970 |
| f. | Educable Mentally Handicapped | 19,918 |
| g. | Blind | 204 |
| h. | Deaf | 653 |
| i. | Orthopedically Handicapped | 6,663 |
| j. | Chronic Health Problems | 6,585 |

Status Measure

The State Department staff who have responsibilities within the exceptional children area has compiled statistics indicating the extent to which the handicapped children of the state are receiving special services. These are:

| | | |
|---|---|---|
| a. | TMH | 462 |
| b. | PS | 20 |
| c. | HH | 0 |
| d. | SH | 9,857 |
| e. | EH | 190 |
| f. | EMH | 9,313 |
| g. | B | 12 |
| h. | D | 80 |
| i. | OH | 408 |
| j. | CHP | 1,200 |

Discrepancy

The number of children who are not receiving treatment are as indicated:

| | | |
|---|---|---|
| a. | TMH | 1,521 |
| b. | PS | 377 |
| c. | HH | 3,996 |
| d. | SH | 23,429 |
| e. | EH | 19,780 |
| f. | EMH | 10,605 |
| g. | B | 192 |
| h. | D | 573 |
| i. | OH | 6,255 |
| j. | CHP | 5,385 |

PROGRAM FOR THE HANDICAPPED

Criteria

The recommended limitation set by the Exceptional Children staff indicates that the maximum number of children per class should be as follows: For PS and D - eight children; for TMH or EH - ten children; for MH, EMH, B and OH - fifteen children; and for SH - seventy-five children.

Status Measure

On the basis of the kind of exceptionality the distribution of teachers is as follows:

| | | |
|---|---|---|
| a. | MH | 1,000 |
| b. | EH | 25 |
| c. | VH | 10 |
| d. | HH | 40 |
| e. | SH | 150 |
| f. | OH | 25 |

Discrepancy

Comparison between the number of handicapped children needing attention and instruction and the number of trained teachers capable of providing such service points to an urgent need for more qualified personnel.

## STATE-WIDE KINDERGARTEN

Criteria

There should be establishment of kindergarten for all five year olds to attend school.

Status Measure

According to the 100th Annual Report of the State Superintendent of Education, there were no public school kindergartens for five year olds in 1968.

Discrepancy

In 1968, 650 elementary kindergarten programs were needed.

## FIRST GRADE FAILURES

Criteria

Uniform class size of thirty elementary children per class.

Status Measure

7,906 of 13,004 classrooms had thirty or fewer pupils.

Discrepancy

5,098 classrooms had more than the recommended number of students per class.

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Criteria

Standards are established for accreditation of elementary schools in South Carolina. In a random sample of 185 schools, 128 schools met all standards. Of the sample of 185 schools, 56 schools, or 30 per cent, did not meet the standards which were formed on the basis of standards that were considered important for school effectiveness.

---

Criteria

First grade failures should be minimized.

Status Measure

Seven percent of the white and fourteen percent of the Negro students repeat the first grade. This amounts to more than ten thousand students per year.

Discrepancy

While obviously a defined number cannot be established for the criteria for this in this situation, it seems that a very large number of these students, given an acceptable instructional program, should not have to repeat this grade.

---

## OCCUPATIONAL TRAINING

Criteria

The approved teacher candidate department shall, in cooperation with the supervisory staff, provide beginning teachers of vocational subjects with professional assistance.

Status Measure

Projected in-service teacher training enrollments for 1970-1974 are 400 (1970) and 600 (1974).

Discrepancy

Since many of the new teachers in Trade and Industrial Education are nondegree persons, it is essential that they attend in-service courses to become professionally qualified teachers. To date there has not been sufficient participants from Trade and Industrial Education in these in-service programs.

---

Criteria

"In addition, funds shall be appropriately apportioned for the support of services and activities such as (1) construction of the area vocational-technical facilities;..."

Status Measure

Twenty-two area vocational centers, constructed since the summer of 1965, will be in operation by September of 1969. The area vocational centers offer an average of ten vocational courses for secondary students. Sixty-four per cent of these centers offer ten or more courses. However, there are many parts of South Carolina which have no such centers and where the local high schools cannot offer this open variety that these centers can offer.

Discrepancy

Additional expenditures are needed to provide vocational training for students from all areas of the state.

---

Criteria

It is highly desirable to have fully certified degree teachers teaching all industrial arts courses.

Status Measure

One hundred and twenty-seven teachers of industrial arts in South Carolina do meet certification requirements. Ninety-seven teachers who teach one or more industrial art courses are not certified.

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## OCCUPATIONAL TRAINING

Criteria

There are specified qualifications of teachers for office occupations.

Status Measure

Certification requirements are the same for office occupations and business education. For the school year 1968-1969 there were no permits issued to those teaching office occupations. There were seven teachers in business education issued permits in the school year 1967-1968.

Discrepancy

The vocational area of office occupations has had no discrepancies. The "non-vocational" area of business education has had about two per cent of its teachers issued permits--a small proportion.

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Criteria

"Consumer and homemaking education shall prepare youth and adults for the role of homemaker, to contribute to the preparation of youth and adults to function in the dual role of homemaker and wage earner, include consumer education programs and encourage preparation for professional leadership."

Status Measure

The number of secondary students enrolled in Home Economics programs which are designed to prepare them for gainful employment has been in the range of two per cent over the past three years.

Discrepancy

In view of the employment needs of South Carolina, it would seem that a much larger percentage of the total in Home Economics students should be in occupational programs.

---

Criteria

Teachers of consumer and homemaking education should be well qualified.

Status Measure

In the school year 1968-1969 of 317 teachers, only two were not certified.
In 1968-1969, 41 teachers of Home Economics occupations, only one was not certified.

Discrepancy

The number of uncertified teachers in these two areas is minor.

---

## OCCUPATIONAL TRAINING

Criteria

The curriculum must be broad enough to satisfy the needs of all, which include the gifted, the average, and the below average.

Status Measure

There are approximately 360 secondary schools who offer training in one or more occupational fields. Eighty-four percent offer occupational training in only four or fewer occupational fields.

Discrepancy

Seventy-one secondary schools that offer no training in any occupational field. Only sixteen percent of the secondary schools have training in five or more occupational areas.

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Criteria

"Funds shall be appropriately apportioned for the support of services and activities such as teacher training, supervision . . . "

Status Measure

No teacher training institutions offer preservice federally funded programs in office education. Program for training distributive education teacher--coordinators--is inadequate.

Discrepancy

Training programs in office education and distributive education are inadequate.

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Criteria

"Instruction shall be designed to familiarize persons with a broad range of occupations for which special skills are required and the requisites for careers in such occupations."

Status Measure

Currently no guide lines have been developed for prevocational training which would give an opportunity to learn about various occupations.

Discrepancy

Guide lines for an implementation of the vocational programs should be completed.

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## OCCUPATIONAL TRAINING

Criteria

"Regular teachers of vocational agriculture shall be graduates of an accredited four year agricultural college approved to train teachers of vocational agriculture and shall meet other qualifications".

Status Measure

Of 292 teachers of vocational agriculture in the state of South Carolina, five or six are not fully certified. These persons are currently involved in certification activities.

Discrepancy

The number of teachers not certified amounts to only about two percent of the total. Noncertified teachers are all working towards full certification.

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Criteria

"School offering vocational agriculture must provide at least a three year course in grades nine to twelve".

Status Measure

All schools offering vocational agricultural which are eligible for either state or federal assistance offer at least a three year course.

Discrepancy

No discrepancy in state or federally funded programs.

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Criteria

One criteria for a program in agricultural occupations is the extent of local and regional employment need in the areas in which training will occur.

Status Measure

Projections made by the South Carolina Employment Security Commission include projections that predict a drop in agricultural employment of almost fifty percent between 1970 and 1974.

Discrepancy

While the employment projections for agricultural worker is dropping off sharp ly, there is a high level of enrollment that persists in vocational agriculture. Over the last three years, enrollment in vocational agriculture has been consistently about twenty percent of the total vocational secondary enrollment.

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## OCCUPATIONAL TRAINING

Criteria

"The instructional program must provide for supervised agricultural work experience to develop confidences necessary to fit students for the occupational field for which they are being trained."

Status Measure

All vocational agricultural students are required to begin supervised work experience shortly after entrance into the program. All enrollees are described as being engaged in work experience.

Discrepancy

There is no discrepancy.

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Criteria

All teachers, including those in Health Occupations, should be fully certified.

Status Measure

At this time there are no certification standards for Health Occupations.

Discrepancy

Certification standards for teachers in Health Occupations should be established.

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Criteria

A student's educational experiences should make it possible for him to be gainfully employed.

Status Measure

Of 277 non-college bound high school seniors, 27 per cent did not qualify, on the basis of the aptitude patterns of the General Aptitude Test Battery and an additional 17 per cent qualified for only one occupational group.

Discrepancy

At least 44 per cent of this limited sample had not received adequate training in high school.

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## OCCUPATIONAL TRAINING

Criteria

It is recommended that the maximum number of students in a distributive education program for a single teacher--coordinator is fifty.

Status Measure

Of the teaching loads of seventy-five distributive education teacher--coordinators eighteen were responsible for programs which included more than fifty students.

Discrepancy

A significant number of teacher--coordinator in D.E. have more than the desirable number of students.

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Criteria

Teacher--coordinators for a cooperative classes in distributive education should hold a bachelor's degree, with a minimum of six semester hours in applied techniques for distributive education.

Status Measure

Four or five teachers were issued permits to teach and administer distributive education programs in the school year 1968-1969.

Discrepancy

Only a few of practicing distributive education teachers have emergency permits.

---

Criteria

The determination of allocations for local education agencies is based upon consideration of the results from evaluation of local vocational education programs, including the job placement.

Status Measure

Based on those in the labor market, the per cent employed in the area for which they were trained or related areas was 57 per cent in 1965-1966, 68 per cent in 1966-1967 and 67 per cent in 1967-1968.

Discrepancy

In view of the trend in projected needs, it would appear that the proportion of those trained in vocational areas is far too low and the proportion of those seeking employment is too high.

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## OCCUPATIONAL TRAINING

Criteria

The determination of allocation for expenditure by local educational agencies should be based upon projected business and industrial development which will create additional employment opportunities.

Status Measure

The projected needs for office workers will increase from 110,316 in 1970 to 128,470 in 1974, a gain of about sixteen per cent. Projected enrollment for the same years is 2,702 and 3,920.

Discrepancy

The number of students being trained in office occupations, as well as the projected number of people who will be trained in office occupations, seems to be inadequate.

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Criteria

Occupational information data indicates that major expansion is needed in the areas of distributive education. The number of projected jobs in marketing for South Carolina in 1970 is 67,082. By 1974 this number will have expanded to 74,193.

Status Measure

Projected secondary completions in distributive education programs will be about 1,600 in 1970 and 2,419 in 1974.

Discrepancy

There appears to be a need for substantially more programs and more enrolled students in distributive education for South Carolina.

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Criteria

Projections for the 1970 per cent of total available jobs: Distributive Education--12%; Health Occupations--2%; Office Occupations--23%; Trades and Industrial Education--29%.

Status Measure

The 1969 projection of the percentage of positions for which people are being trained are: Distributive Education--6%; Health Occupations--.6 of 1%; Office Occupations--10%; Trades and Industrial Education--15%.

Discrepancy

Although the percentages are based, necessarily, on different numbers, there is a great need for training for more people in these areas.

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## OCCUPATIONAL TRAINING

Criteria

There must be an adequate supply of competent teachers in vocational agriculture.

Status Measure

There is an increasing shortage of competent teachers in vocational agriculture.

Discrepancy

In view of the enrollment in vocational agriculture, more teachers need to be trained to develop and maintain programs in vocational agriculture.

---

Criteria

Beginning September 1970 school programs shall include a minimum of at least one industrial arts course.

Status Measure

Approximately forty-seven per cent of the secondary schools in the State of South Carolina did not offer any industrial arts courses in fiscal 1968-1969.

Discrepancy

Approximately fifty-three per cent of the schools did not offer a single industrial arts course in 1969.

---

Criteria

"In a good industrial arts program the teacher properly organizes all aspects of the teaching program and maintains centers of quality on the materials and equipment used."

Status Measure

Many schools have industrial arts courses that are not properly organized--supplies are late in coming in for students' use, and in many cases the equipment is of inferior quality.

Discrepancy

For South Carolina youngsters to gain material in the growth of skills that are an important part of industrial arts training, many programs should be significantly improved by insuring that the proper supplies and equipment are available when needed for each program.

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## OCCUPATIONAL TRAINING

Criteria

The high school seniors of South Carolina should perform at a level comparable to a national group.

Status Measure (Discrepancy implied)

In a comparison with a restricted non-national sample, these relative percentages of students were found in two levels of skill retardation, based on the Number Checking subtest of the Minnesota Clerical Test.

| | EXPECTED PERCENTAGES | OBSERVED PERCENTAGES |
|---|---|---|
| WHITE MALES | | |
| Lower Middle | 30 | 32 |
| Lower | 20 | 27 |
| WHITE FEMALES | EXPECTED PERCENTAGES | OBSERVED PERCENTAGES |
| Lower Middle | 30 | 30 |
| Lower | 20 | 33 |
| NEGRO MALES | EXPECTED PERCENTAGES | OBSERVED PERCENTAGES |
| Lower Middle | 30 | 23 |
| Lower | 20 | 60 |
| NEGRO FEMALES | EXPECTED PERCENTAGES | OBSERVED PERCENTAGES |
| Lower Middle | 30 | 17 |
| Lower | 20 | 67 |